

VISIT...

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MATERIALS

Introduce the Words



3–5 minutes

Say: *We use some words a lot when we read and write. We call these words high-frequency words. Today you are going to learn four new high-frequency words some, have, one, and two. We will also review words you have learned in other lessons.*

Flash cards:
some, have, one, two

Hold up each flash card one at a time and tell the child the word. Then mix up the cards and ask the child to read each word without your help.

Use each new word one at a time in an oral sentence: **Some dogs are little. Those dogs have spots. She has one cat. I have two cats.** Ask the child to clap when he/she hears one of the words. After you say each sentence, ask the child to think of an oral sentence for each new high-frequency word.

Flash cards:
complete set

Add the rest of the flash cards to the stack. Flash the cards several times and have the child say the words as quickly as he/she can.

Practice sheet

Practice Writing the Words



5–10 minutes

Guide the child as he/she practices writing the new words and using them in sentences on the practice sheet.

High-Frequency
word book

Read the High-Frequency Word Book



5–10 minutes

Give the book to the child. Ask: *What do you think the book will be about?*

Turn to the title page. Ask: *What is the title of the book? What do you see on this page? Now what do you think the book is about?*

Ask the child to turn to the next page and say: **Let's read the words together.** Ask the child to point to each word as the two of you read together. Guide the child's finger if he/she has trouble pointing to the right words. Point out that a picture names the last word.

Finally, ask the child to read the words by himself/herself as he/she points to each word.

Repeat this procedure with each page. After the last page, say: **You did very well. Now I want you to read the whole book to me.**

Play the High-Frequency Word Game



5–10 minutes

Game cards;
Game board;
Markers

Read each word with the child. Then place the words face down in a stack. Have the child turn over a card and read the word. If the word is read correctly, the child places the card at the bottom of the stack and moves one rung up the ladder. If the child reads the word incorrectly, he/she cannot move on the game board. It is now your turn to draw a card.

Home Connection

High-Frequency
word book

Encourage the child to take the book home to read to a parent or sibling. Emphasize the importance of practice. You can also suggest the child look through newspapers or magazines at home and highlight the high-frequency words learned in the lesson.



some

have

one

two

of

the

was

with

my

down

up

that

big

not

said

he

I can write words.

some some

have have

one one

two two

I can make sentences.

Some of the  puppies have _____.

_____ of the  mice have one.

Some of the  monkeys have _____.

Some of the  girls _____ one.



some

have

one

two

play

yes

do

down

this

will

said

she

like

and

all

you

